



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

111 Dungan Drive, Mammoth, Arizona, AZ 85618

Mammoth-San Manuel Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Lori Connelly
Schedule : 07:30 AM to 04:30 PM
Grades : Pre-K-6
Web Address : www.msmusd.k12.az.us/Mammoth.html
Phone Number : (520) 487-2242
Fax Number : (520) 487-9206
E-mail : connell@sanmanuel.org

Mission

The mission of Mammoth Elementary School is to develop responsible citizens and help each student achieve his or her full potential in academics and social awareness. This is accomplished in a safe, caring environment through the efforts of our school, home and community.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü During the school year 2006-07, Mammoth Elementary Students will continue to improve reading, math and language skills. Percentage scores on the AIMS Test will continue to improve in each area.
- ü During the school year 2006-07, every Mammoth Elementary student in 3-6 will participate in sustained silent reading using a book identified by Accelerated Reader Program as being within their Zone of Proximal Development.
- ü During the school year 06-07, students in grades K-3 will receive instruction in reading and language arts with the implementation of the Voyager Reading Program. Extending the Voyager Program, grades 4-6 will utilize the Passport Reading Program.
- ü During the school year 06-07, every Mammoth Elementary student in 3-6 will participate in computer based Accelerated Math. MES will implement the computer based Galileo Assessment Program in math, language arts, reading and science for grades K-6.

Enrollment

October 1, 2005 School Year Student Enrollment : 233
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 16

Instructional Programs

- ü Title I
- ü At-risk Preschool
- ü English Language Learners Program
- ü On-site Special Education
- ü Gifted T.A.G. Program
- ü Head Start/Home Bound
- ü K-6 Resource/Special Education Program
- ü Pre-School Resource and Gifted

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 15 minutes
First Day of School :	8/10/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

The teachers and staff at Mammoth Elementary are dedicated to helping each student acquire a quality education in a safe, clean, non-threatening environment.

Parents

We believe that parents' responsibilities to our school include: ensuring consistent student attendance, establishing a quiet place to study at home, and providing a safe and nurturing environment.

Transportation Policy

The MSMSD provides safe and efficient transportation for all students who qualify for transportation. Need is determined by safety rather than a specific distance. We operate buses in a rural area that covers approximately 250 square miles.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Mentor of the Year	2001
ü Teacher of the year in Small and Rural Schools	2004
ü Central Arizona College Service Award	2004
ü Aravaipa Apple Award	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	35	101	80010	100	100	99	430	448	447	14	7	10	31	16	18	43	61	53	11	16	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	47	38935	100	100	99	429	450	447	7	4	9	43	19	19	43	66	55	7	11	17
Male	21	54	40974	100	100	98	430	446	448	19	9	11	24	13	18	43	57	52	14	20	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	31	79	34545	100	99	99	426	443	432	16	8	14	32	16	24	42	61	53	10	15	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	NC	22	35142	NC	100	99	NC	463	465	NC	5	5	NC	14	11	NC	64	56	NC	18	28
Students with Disabilities	NC	12	10161	NC	92	93	NC	417	419	NC	17	28	NC	42	28	NC	33	36	NC	8	8
Students without Disabilities	28	89	69849	100	100	100	434	452	451	11	6	7	29	12	17	50	65	56	11	17	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	30	84	39029	100	99	98	426	446	432	17	8	14	30	15	25	43	61	52	10	15	9
Non-Economically Disadvantaged	NC	17	40981	NC	100	100	NC	456	462	NC	NA	6	NC	18	13	NC	65	54	NC	18	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	35	100	79438	100	99	98	435	454	451	20	8	9	26	21	24	51	67	56	3	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	47	38775	100	100	99	439	458	457	14	4	7	21	23	22	64	68	58	NA	4	13
Male	21	53	40560	100	98	97	433	451	446	24	11	12	29	19	25	43	66	54	5	4	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	31	79	34297	100	99	98	430	450	434	23	10	14	29	23	31	45	62	50	3	5	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	NC	21	34887	NC	100	98	NC	471	471	NC	NA	4	NC	14	15	NC	86	63	NC	NA	18
Students with Disabilities	NC	11	9588	NC	85	88	NC	404	416	NC	36	30	NC	45	32	NC	18	34	NC	NA	5
Students without Disabilities	28	89	69850	100	100	100	447	460	456	11	4	7	25	18	23	61	73	59	4	4	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	30	83	38685	100	98	97	429	450	435	23	10	14	27	23	32	50	65	50	NA	2	5
Non-Economically Disadvantaged	NC	17	40753	NC	100	99	NC	476	467	NC	NA	5	NC	12	16	NC	76	62	NC	12	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	35	100	79971	100	99	99	398	435	423	11	5	8	57	36	41	31	56	49	NA	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	14	47	38974	100	100	99	425	455	437	7	2	5	50	28	33	43	66	57	NA	4	4
Male	21	53	40895	100	98	98	381	417	410	14	8	10	62	43	47	24	47	41	NA	2	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	31	79	34481	100	99	99	389	429	410	13	5	10	65	42	46	23	51	43	NA	3	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	NC	21	35150	NC	100	99	NC	456	437	NC	5	5	NC	14	35	NC	76	56	NC	5	5
Students with Disabilities	NC	11	10258	NC	85	94	NC	383	377	NC	27	23	NC	45	51	NC	27	25	NC	NA	1
Students without Disabilities	28	89	69713	100	100	100	410	441	429	4	2	5	61	35	39	36	60	52	NA	3	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	30	83	38994	100	98	98	395	432	409	13	6	10	57	39	47	30	52	41	NA	4	1
Non-Economically Disadvantaged	NC	17	40977	NC	100	100	NC	449	437	NC	NA	5	NC	24	34	NC	76	56	NC	NA	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	99	80147	100	100	99	481	476	482	14	11	11	11	15	17	57	59	49	19	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	48	39281	100	100	99	476	472	483	15	10	9	10	17	17	60	63	50	15	10	24
Male	17	51	40780	100	100	98	486	479	482	12	12	12	12	14	17	53	55	48	24	20	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	27	73	33494	100	100	99	470	471	466	19	14	15	11	12	23	63	63	49	7	11	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	10	26	36122	100	100	99	NA	490	501	NA	4	5	NA	23	10	NA	46	50	NA	27	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	34	94	69852	100	100	100	485	479	488	12	9	7	9	15	16	59	61	51	21	16	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	29	80	38371	100	100	97	475	471	465	17	14	15	10	16	23	59	56	49	14	14	13
Non-Economically Disadvantaged	NC	19	41776	NC	100	100	NC	497	498	NC	NA	6	NC	11	11	NC	68	49	NC	21	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	99	79686	100	100	98	470	466	470	8	8	11	16	24	24	70	64	57	5	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	48	39163	100	100	99	462	466	475	5	4	9	25	31	22	65	60	60	5	4	10
Male	17	51	40438	100	100	97	480	467	465	12	12	13	6	18	25	76	67	54	6	4	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	27	73	33299	100	100	98	458	460	452	11	11	17	22	27	32	63	58	47	4	4	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	10	26	35914	100	100	98	NA	484	489	NA	NA	5	NA	15	15	NA	81	67	NA	4	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	34	94	69878	100	100	100	475	470	475	6	5	8	12	23	23	76	67	61	6	4	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	29	80	38095	100	100	97	464	461	452	10	10	17	17	28	32	69	59	48	3	4	3
Non-Economically Disadvantaged	NC	19	41591	NC	100	99	NC	488	486	NC	NA	6	NC	11	16	NC	84	65	NC	5	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	99	80372	100	100	99	466	475	475	3	1	4	35	29	30	62	70	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	48	39452	100	100	99	465	482	488	5	2	3	30	19	22	65	79	72	NA	NA	3
Male	17	51	40836	100	100	98	468	469	464	NA	NA	6	41	39	37	59	61	56	NA	NA	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	27	73	33608	100	100	99	463	473	462	4	1	6	33	29	36	63	70	57	NA	NA	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	10	26	36213	100	100	99	NA	482	489	NA	NA	2	NA	31	22	NA	69	72	NA	NA	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	34	94	69846	100	100	100	467	477	482	3	1	3	35	28	26	62	71	69	NA	NA	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	29	80	38521	100	100	98	461	474	461	3	1	6	38	31	38	59	68	55	NA	NA	1
Non-Economically Disadvantaged	NC	19	41851	NC	100	100	NC	483	489	NC	NA	3	NC	21	22	NC	79	72	NC	NA	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	91	79306	100	100	99	489	519	504	7	8	13	32	26	20	54	36	49	7	30	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	45	38845	100	100	99	492	515	505	7	4	11	27	27	20	60	42	50	7	27	18
Male	13	46	40383	100	100	98	487	524	504	8	11	14	38	26	19	46	30	47	8	33	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	22	61	32673	100	100	99	486	514	487	9	10	18	36	30	25	45	33	46	9	28	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	NC	27	36234	NC	100	99	NC	530	523	NC	4	6	NC	19	13	NC	44	52	NC	33	28
Students with Disabilities	NC	11	10286	NC	100	91	NC	446	462	NC	45	41	NC	36	27	NC	18	27	NC	NA	5
Students without Disabilities	24	80	69020	100	100	100	496	530	510	NA	3	9	33	25	18	58	39	52	8	34	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	25	65	37437	100	100	97	487	506	486	8	11	19	36	32	26	48	32	46	8	25	9
Non-Economically Disadvantaged	NC	26	41869	NC	100	100	NC	554	521	NC	NA	7	NC	12	14	NC	46	51	NC	42	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	91	79000	100	100	98	491	494	489	11	8	10	18	21	24	64	65	58	7	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	45	38774	100	100	99	496	503	494	7	4	7	20	18	22	67	73	61	7	4	10
Male	13	46	40150	100	100	98	486	485	485	15	11	12	15	24	25	62	57	55	8	9	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	22	61	32508	100	100	98	483	486	472	14	11	15	23	23	33	59	61	49	5	5	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	NC	27	36135	NC	100	98	NC	513	508	NC	NA	4	NC	15	14	NC	74	67	NC	11	15
Students with Disabilities	NC	11	9991	NC	100	88	NC	448	449	NC	45	33	NC	36	36	NC	9	29	NC	9	2
Students without Disabilities	24	80	69009	100	100	100	496	500	495	4	3	6	17	19	22	75	73	62	4	6	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	25	65	37234	100	100	97	485	486	472	12	9	15	20	25	33	60	62	50	8	5	3
Non-Economically Disadvantaged	NC	26	41766	NC	100	99	NC	514	505	NC	4	5	NC	12	16	NC	73	65	NC	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	91	79611	100	100	99	490	509	496	4	3	7	57	35	37	39	60	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	15	45	39016	100	100	99	502	520	511	NA	NA	4	40	24	29	60	76	66	NA	NA	1
Male	13	46	40519	100	100	98	476	497	482	8	7	10	77	46	44	15	46	46	NA	2	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	22	61	32855	100	100	99	488	505	481	5	5	10	55	36	43	41	57	47	NA	2	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	NC	27	36380	NC	100	99	NC	518	511	NC	NA	4	NC	30	30	NC	70	65	NC	NA	1
Students with Disabilities	NC	11	10664	NC	100	94	NC	436	440	NC	27	23	NC	64	54	NC	9	22	NC	NA	1
Students without Disabilities	24	80	68947	100	100	100	498	519	504	NA	NA	4	54	31	34	46	68	61	NA	1	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	25	65	37626	100	100	98	487	500	479	4	5	10	60	42	45	36	52	45	NA	2	0
Non-Economically Disadvantaged	NC	26	41985	NC	100	100	NC	529	511	NC	NA	4	NC	19	30	NC	81	65	NC	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	113	79327	100	100	98	522	511	518	14	13	19	8	20	20	61	58	46	17	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	53	38961	100	100	98	508	508	520	21	17	16	5	17	20	58	57	48	16	9	16
Male	17	60	40295	100	100	97	537	513	516	6	10	21	12	23	19	65	58	44	18	8	16
African American	--	NC	4247	--	NC	98	--	NC	499	--	NC	27	--	NC	24	--	NC	41	--	NC	8
Hispanic	28	69	32327	100	100	98	514	508	499	14	12	27	7	23	25	68	59	41	11	6	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	--	NC	4391	--	NC	96	--	NC	489	--	NC	32	--	NC	27	--	NC	36	--	NC	4
White	NC	41	36373	NC	100	98	NC	515	538	NC	17	10	NC	17	14	NC	51	52	NC	15	25
Students with Disabilities	NC	18	9321	NC	100	87	NC	458	467	NC	56	54	NC	22	22	NC	22	21	NC	NA	3
Students without Disabilities	27	95	70006	100	100	100	538	520	524	4	5	14	7	20	19	67	64	49	22	11	18
Limited English Proficient Students	--	NC	9431	--	NC	95	--	NC	466	--	NC	53	--	NC	27	--	NC	18	--	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	32	88	37097	100	100	97	523	507	498	13	15	27	9	23	25	59	53	41	19	9	7
Non-Economically Disadvantaged	NC	25	42230	NC	100	99	NC	522	535	NC	8	11	NC	12	15	NC	72	50	NC	8	24

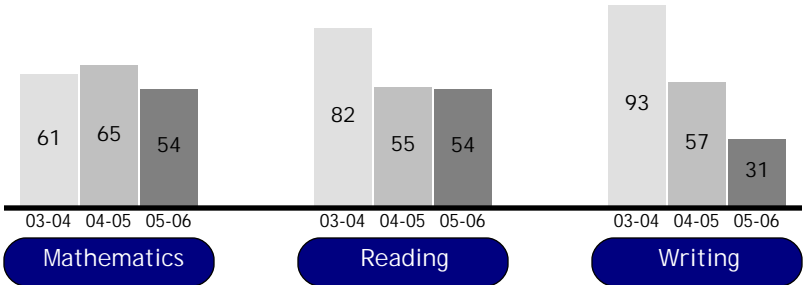
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	113	79501	100	100	98	496	496	497	3	7	10	42	30	25	53	60	60	3	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	53	39062	100	100	99	493	501	502	5	4	8	47	36	23	42	57	64	5	4	5
Male	17	60	40368	100	100	98	500	491	491	NA	10	13	35	25	27	65	63	57	NA	2	3
African American	--	NC	4279	--	NC	99	--	NC	485	--	NC	14	--	NC	30	--	NC	54	--	NC	2
Hispanic	28	69	32389	100	100	98	484	491	478	4	6	16	46	35	34	50	58	48	NA	1	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	--	NC	4401	--	NC	96	--	NC	473	--	NC	17	--	NC	40	--	NC	43	--	NC	1
White	NC	41	36446	NC	100	99	NC	505	516	NC	10	4	NC	22	15	NC	63	73	NC	5	7
Students with Disabilities	NC	18	9411	NC	100	88	NC	446	453	NC	39	36	NC	44	36	NC	17	26	NC	NA	1
Students without Disabilities	27	95	70090	100	100	100	507	505	502	NA	1	7	33	27	24	63	68	65	4	3	5
Limited English Proficient Students	--	NC	9401	--	NC	94	--	NC	443	--	NC	40	--	NC	46	--	NC	14	--	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	32	88	37183	100	100	97	499	492	479	3	8	16	41	34	34	53	56	49	3	2	1
Non-Economically Disadvantaged	NC	25	42318	NC	100	99	NC	509	513	NC	4	5	NC	16	17	NC	76	70	NC	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	113	80000	100	100	99	558	564	564	NA	1	3	17	12	11	78	79	75	6	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	53	39288	100	100	99	557	577	579	NA	NA	2	21	11	6	68	75	77	11	13	16
Male	17	60	40644	100	100	98	559	552	549	NA	2	4	12	13	15	88	82	74	NA	3	7
African American	--	NC	4307	--	NC	99	--	NC	551	--	NC	4	--	NC	13	--	NC	75	--	NC	7
Hispanic	28	69	32672	100	100	99	555	560	548	NA	1	4	18	12	14	79	81	76	4	6	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	--	NC	4424	--	NC	97	--	NC	549	--	NC	3	--	NC	14	--	NC	77	--	NC	5
White	NC	41	36602	NC	100	99	NC	569	579	NC	NA	2	NC	15	7	NC	76	75	NC	10	16
Students with Disabilities	NC	18	9919	NC	100	93	NC	487	505	NC	6	9	NC	56	35	NC	39	54	NC	NA	2
Students without Disabilities	27	95	70081	100	100	100	568	578	571	NA	NA	2	11	4	7	81	86	79	7	9	12
Limited English Proficient Students	--	NC	9571	--	NC	96	--	NC	502	--	NC	10	--	NC	29	--	NC	60	--	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	32	88	37534	100	100	98	555	558	547	NA	1	4	19	15	15	75	77	76	6	7	5
Non-Economically Disadvantaged	NC	25	42466	NC	100	100	NC	585	578	NC	NA	2	NC	4	7	NC	84	75	NC	12	16

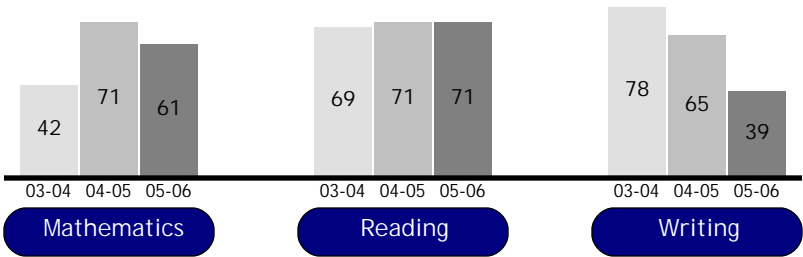
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	89	57	NA	58	100	43	51	47	97	48	52	46
	Language	97	37	46	50	100	32	53	47	97	39	58	48
	Mathematics	94	60	66	64	100	35	53	50	97	44	54	52
3	Reading	93	56	NA	55	100	42	42	44	100	32	44	46
	Language	93	69	67	61	100	48	44	44	100	32	48	46
	Mathematics	97	79	73	61	100	48	50	51	100	34	48	52
4	Reading	94	42	NA	56	100	45	51	48	100	50	48	52
	Language	97	37	44	52	100	46	49	49	100	46	48	52
	Mathematics	97	49	46	61	100	51	59	53	100	54	48	58
5	Reading	100	59	NA	55	100	51	52	50	100	58	59	56
	Language	100	56	63	49	100	46	49	50	100	48	56	54
	Mathematics	100	63	70	63	100	47	51	49	100	46	58	52
6	Reading	97	47	NA	56	100	64	57	51	100	58	58	56
	Language	97	40	44	48	100	58	50	47	100	46	48	50
	Mathematics	97	57	60	66	100	69	60	52	100	61	56	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Mammoth Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Family Fun Nights
- Ü Attendance and Achievement Incentives
- Ü Increased Parental Involvement Programs
- Ü Communication
- Ü Spanish Translation/Meetings

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	20.00
Other Professional Staff	4.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	6	0	0	0
7 to 9 years	2	2	1	0
10 or more years	7	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	15
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Two Full Computer Labs
- Ü Library
- Ü Official-size Gym
- Ü Pre-Kindergarten Program

Extracurricular Activities

- Ü Community School Service
- Ü Student Government
- Ü Character Counts Education
- Ü Sixth grade Wrestling/Track
- Ü Fall and Spring Fiestas
- Ü Mentoring for At-Risk students
- Ü Mammoth Trumpeters

Social Services

- Ü SaddleBrook Community Outreach Tutors
- Ü Dentist Program
- Ü After School Intervention
- Ü GED Classes
- Ü Americorps
- Ü Adult English as a Second Language
- Ü Kid's Closet (Clothing)
- Ü Head Start

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü In the school year 2005-06, students at Mammoth Elementary scored above the Pinal County average at every grade level in reading, math and language on the AIMS DPA test.
- ü Our Computer Lab is supplied with 30 multimedia computers. Each of our classrooms now has two multimedia computers with Internet access. They are equipped with Accelerated Reader and Accelerated Math Programs.
- ü An additional Math Lab of 30 computers has been created for implementing the Galileo Assessment Program that coordinates Arizona State Standards and instructional activities into technology.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

At Mammoth Elementary, we place an emphasis on teaching the state endorsed Character Counts Education Program. We believe we have one of the most positive, caring and safe climates available for student safety and learning.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Lori Connelly	(520) 487-2242
Transportation Policy	David Hogan	(520) 385-2339
Community Resources	Larry Ramirez	(520) 385-2337
School Nutrition Programs	Joanna Diaz	(520) 385-2336
Parent Organization	Lori Connelly	(520) 487-2242
Student Health/Nurse	Apryl Brown	(520) 487-2242

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.